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AUTHOR Heiner, Donna
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ABSTRACT

Specific and understandable suggestions are offered to parents of severely visually impaired children who have or may have the capacity to learn visually. Parents can assist children with even a small amount of vision to develop that vision from an early age. Vision development begins by ensuring that the child receives appropriate medical and educational services. Parents themselves can make observations to determine how the child reacts to light, what size objects can be recognized, what colors are preferred, etc. Activities are suggested for helping children of various ages learn to "look," including the newborn infant, young baby, older baby, toddler, and preschool child. Other suggestions are provided for: helping the child when he or she can't see something, helping the parent capture and hold the child's attention, capitalizing on the child's attraction to light, and helping the child adjust to wearing glasses. Appendices list materials for parents, toys which encourage the use of vision, and other items for enhancing the use of vision. (JDD)

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Sherry Raynor, MA, President, International Institute for Visually Impaired, 0-7, Inc., Massachusetts

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"Parents must regard themselves as the long-lasting resource and the only consistent persons who continually have the child's interest at heart throughout their lifetime."
--Lee Robinson, The National Association for Parents of the Visually Impaired, Inc.

"Many things can wait. The child cannot. Right now his bones are being formed, his senses are being developed. To him we cannot say tommorrow. HIS NAME IS TODAY."
--Gabriela Mistral

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INTRODUCTION

Learning to Look contains specific and understandable suggestions for parents of severely visually impaired children who have or may have the capacity to learn visually.

Some children identified as visually impaired have no vision at all: they are totally blind. The majority of visually impaired children, however, do have some vision, ranging from the awareness of light to almost normal vision. These children can benefit from being directly taught how to use their vision.

The eyes are only a portion of the visual system. Vision requires both the eyes and the brain, which must learn to interpret the information given to it from the eyes. Both eyes and brain must work together for a child to learn from the environment.

"Looking" and "Seeing" are not the same. "Seeing" is the reception of patterns of light by the eyes. These patterns are transmitted to the brain. "Looking" involves paying attention to what is seen and interpreting its meaning. Looking depends both on the ability of the eyes to "see" and the opportunity to benefit from experience. Looking is a learned skill, based on prior visual experiences. It can be taught.

Most of us have experienced "seeing" without "looking." For example, if you have ever tried to find a misplaced object and, after much frustration, found it right there in front of you, you were "seeing" without "looking." Your eyes saw, but your brain did not attend.

How Parents Can Help

Some parents learn that their child is visually impaired during the first weeks of life, perhaps even before mother and child leave the hospital. Other parents may learn of their child's vision problem much later. Not all visual conditions are easily diagnosed at birth. Many times the parents notice that their child doesn't seem to use vision and ask their doctor if something is wrong.

A diagnosis of legal blindness doesn't mean that your child can't see at all. It does mean that your doctor has observational evidence or clinical measurements which indicate that the child's visual problem may interfere with learning and development.

When the doctor says "Your baby is legally blind," most parents are worried and upset. They don't ask the doctor questions: there is too much going on inside. Instead, they are asking themselves questions like "Why?" and "What does this mean to my child?" and "What does this mean to me?"

It's difficult to recognize and deal with the feelings you have at this time. It sometimes helps to talk your feelings out with your spouse, relatives, or a close friend. If possible, talk to another parent of a visually impaired child. Someone who has lived through the same experience can often be a big help.

If your child is very young, it may be difficult for the doctor to determine how much vision is present. An infant can't tell the doctor what he or she* sees. There are techniques for assessing vision of a child too young to cooperate; but the amount of functional vision cannot always be determined at an early age. There have been cases of infants who appeared to be totally blind and who later developed some useful vision.

*"She" and "he" are used alternately throughout the remainder of the booklet to refer to the child.

Because few visually impaired children are totally blind, activities which promote the early use of vision may benefit the child. Children who must learn braille for reading may still use their vision as an aid to mobility. Any ability to distinguish between light and dark can help a child move about more efficiently. Awareness of an obstacle, even though the child can't see its complete outline, may help the child locate a clear path.

A child with even a small amount of vision needs the opportunity to develop that vision from an early age. Like any other part of the body, eyes need use and exercise to develop fully. Even while your baby is a tiny infant, a great deal of important learning occurs in the first months of life. During your daily activities with your child, you can provide valuable opportunities for your child to "learn to look."

OBTAINING INFORMATION AND SERVICES

Medical Services

Your first step is to make sure that you have the best medical advice possible. Your family doctor may be able to refer you to a specialist in your local area. Ask for the name of a low vision clinic or a pediatric ophthalmologist who has experience with very young children.

The National Association for Visually Handicapped or the American Foundation for the Blind (see appendix for addresses) can provide a listing of low vision clinics in your state.

Once you have located a specialist with knowledge and experience, make an appointment. Try to schedule the appointment for a time when your child is usually happy and contented. It's much easier to examine a rested, fed baby than one who is hungry, tired, and cranky.

It helps if you prepare for medical appointments. Bring along any special toys your child enjoys, extra diapers, and a bottle of milk or juice. Also, bring along a list of questions to ask. You'll need answers to some important questions, and it's not easy to remember them when you're coping with a new situation, medical personnel, and a baby. Both parents should try to be present at medical examinations. If you must go alone, you may want to ask a friend or relative to help with your child so you are free to talk to the doctor.

In your dealings with medical professionals, you have certain rights. Most of us were raised with the belief that doctors are "special people." They have access to knowledge most of us don't have; they have the power to help people, and to save lives. However, you and your child are "special," too. You are paying for the services of the doctor.

As the parent of a visually impaired child, you have the right...

--to have information presented in terms that you can understand. If you have not had medical training, you cannot be expected to understand everything the doctor says. All professionals have their own jargon: special words that they use among themselves to communicate. You need that jargon interpreted for you in your terms. Don't hesitate to ask "What does that mean?," "Could you write down that word for me?," or "How can I find out more about that?"

--to obtain a second opinion. If you question the doctor's recommendations or diagnosis, you have the right to obtain another opinion. Doctors don't always agree on the most suitable treatment for a child. You will have to live with the decision, so if you have any doubts, make sure you know the various alternatives. At the same time, don't waste time shopping around for that "miracle cure."

--to ask questions such as...

How much can my child see?

A visual acuity rating doesn't give you much information. You need to know about your child's vision in terms of what he can and can't see. The doctor's careful observation of your child can provide a partial answer.

What is my child's visual condition and how does it affect vision?

Many visual conditions have specific types of visual losses associated with them. Knowing the name of the condition helps you obtain more information about your child.

In which positions does my child see best?

You need to know how close objects and people must be to your child before he can recognize or identify them. If the doctor mentions a visual field loss, ask what that means. The child may see better from the corner of an eye, from above or below, or at the center.

Is the condition going to stay the same or will it change as my child grows?

Most visual conditions in young children are stable: they don't change much over time. Others may change and become better or worse as the years go by. Other conditions fluctuate: the child's vision varies from day to day.

What type of lighting is best for my child?

Depending on the child's eye condition, bright or dim lighting may help your child see better. Don't assume that bright lighting is always better. Sometimes, bright lights can prevent the child from using vision to the fullest extent.

Will my child's medication affect his vision?

Be sure to tell the doctor about any medication the child takes regularly. A number of medications interfere with the child's use of vision. If medication is prescribed, ask about the possibility of visual side effects.

Is there anything that will improve my child's vision?

In most cases, anything done to improve vision should be carried out as soon as possible. Glasses, contact lenses, or surgery (such as cataract surgery) permit the child to see as much as possible as soon as possible. The final decision about surgery, of course, is a decision shared by you and the doctor.

How should I care for my child's eyes?

Many visually impaired children need special care of their eyes. You will want to know what you can learn to do yourself and when you should obtain medical attention for your child.

The answer to any of your questions may be an honest "I don't know." Some questions you may not be able to find answers for involve educational decisions. For example, it is not always possible to predict if a young child will use braille or regular print, or be able to attend classes in the local school.

Educational Services

Your next step is to obtain services for you and your child. Services vary from state to state, but most states provide some kind of help for even very young children who have a visual problem which may interfere with learning and development.

Call your local school district and explain that you have a visually impaired child. Their personnel should have information about what services are available to you and your child. You will have to take the initiative yourself to obtain help for you and your child. If you do not know how

to reach the local school district office, call the nearest public school and request the necessary information.

If your local school does not serve infants or young children, contact the commission for the blind for your state and the state consultant for visually or physically handicapped. The American Foundation for the Blind publishes a list of state consultants, but the local school will also know the individual to contact. The state consultant may know of other available services, such as social services or financial assistance. Find out what services are mandated by law in your state and which your child has a right to receive. If there are no services for young visually impaired children in your state, get in touch with other parents of visually impaired children. Parents in some states have organized and provided the impetus to begin programs for their children.

A number of national agencies provide information and assistance to parents of visually impaired children. These agencies are listed in the back of this booklet. Write to them for information. Many provide services free of charge.

FINDING OUT MORE ABOUT YOUR CHILD'S VISION

Parents have the best opportunity to observe their children. By careful observation, you can learn more about how well your child uses vision.

Does your child react to light?

If you're not sure, take your child into a dark room. Play or sing with the child for a few minutes, then turn on the lights. Do the pupils become smaller? Does she blink or squint or show discomfort? Any of these reactions tells you that she is aware of light and dark.

The absence of a reaction doesn't necessarily mean that your child is totally blind. Medication and some eye conditions sometimes interfere with the ability of the pupil to react to changes in lighting. She may also need to be taught to be aware of light: to look, not just see.

Your child may consistently turn to sources of light, such as an open window with sunlight streaming in or a bright light. Some children may play with light. They flick their hands, fingers, or an object in front of the light. This "light-playing" bothers some parents, but the child is telling you that she can see something.

How close do objects or people have to be for your child to notice them?

Look for indications that your child is visually aware. You're looking for a change in her behavior. That awareness may be expressed by vocalization, attention, or activity level. Sometimes your only clue may be a reaction as slight as a change in breathing or movement of a hand. Because your child doesn't talk yet, you have to watch the "body language" to get the message.

For example, when you are feeding your child, how close does the food source (bottle, spoon, etc.) have to be before she stops crying or appears to anticipate the food? Try not to give her any verbal indication that food is coming and watch her behavior.

When you approach your child, be very still. When does she know that you are there? Play with the child and a favorite toy. Be sure to use a "quiet" object so that she doesn't have any sound clues. Once she is interested, take the toy away and then begin to give it back. Does your child reach out for the toy or in any way show awareness of its presence?

In what locations does the child see best?

Present food or a favorite toy in different positions. Place it directly in front of her, at the right and left, close to the floor, and above her head. Slowly bring the object in front at eye level. Watch at which point her behavior shows you that she is aware of the object.

If your child can sit in a highchair or on the floor, scatter small toys or pieces of food around for her to pick up. Does she find all of the objects or are objects in certain areas consistently ignored?

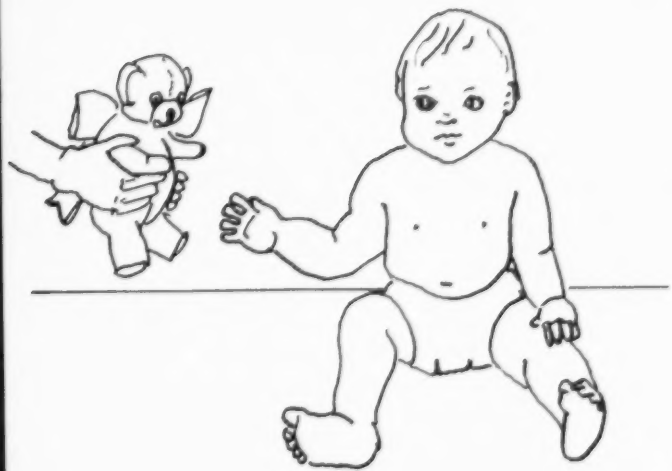
If your child walks or crawls, is she able to avoid objects on the floor? If the child consistently bumps into objects in the same locations (at one or both sides or on the floor) this tells you where she is not seeing.

What size objects can your child recognize?

Use objects which are alike except for size (for example, three balls which differ in size, but which are the same color). Show her the largest and play with it together. Once you have established that she can see a certain size, try a smaller one. Does the reduction in size make a difference?

Does your child prefer any certain colors?

As you play with your child, note if she prefers certain colors. This may be an indication that your child can see those colors better than others. Many young children can see the colors red or yellow best. Remember, the child's ability to see an object also depends on the background. A red ball on a dark floor is more difficult to see than a red ball on a light-colored floor. Notice her reaction to color and pattern in other situations. Does your child react differently when you wear a certain color or pattern of clothing?



What else affects the child's use of vision?

Keep track of when your child appears to see well and when she is having difficulty. The time of day may be a factor, as vision is affected by fatigue. Emotions also have an influence on vision. The child who is angry, frustrated or under stress will not be able to use vision to the fullest extent possible.

Many parents keep a written record of their observations. This information will help the doctor and educators learn about how your baby uses vision. Note any changes in apparent visual functioning. Visual development, as other types of development, occurs in a sequence of capabilities. Your child's vision will develop in approximately the same sequence as any other child's; however, development may be slower or somewhat altered.

Once you know more about how well your child uses vision, you can begin to help her want to look and learn how to look more efficiently.

You can't change your child's visual condition, but you do have control over what there is for her to experience. Create a visually stimulating physical environment for your child: an environment that entices. Visual stimulation doesn't mean just providing things for the child to look at. Children learn by doing, by interacting with things and people. Your first task, however, is to create the desire in your child to act on the world.

HELPING YOUR CHILD LEARN TO LOOK

Suggested Activities

Adults and children both tend to repeat actions which bring pleasure or rewards. Let your child know you are pleased when he uses vision. A hug, kiss, or praise will encourage him to keep trying. When you play looking games, make sure baby always wins; give him the toy he reaches for or make a funny noise when he touches your nose.

Keep it fun! None of the following suggestions or activities should be work. You would play with your baby anyway. This booklet simply gives you some ideas on ways to play with your baby that will, at the same time, promote the use of vision.

Don't overdo it. A visually stimulating environment is one that turns your baby on, not off. A little is good, more is not better. Too many things happening at the same time can be confusing and hard for a little one to sort out.

The following suggestions occur in approximate developmental order. The first suggestions are for the very young or newborn. Suggestions for young children may also be appropriate for the older child just beginning to use vision.

Some children with visual impairments can enjoy all the visual tasks. Others may not. As you encourage your child to use his vision, remember that vision may vary from day to day, just as vision also varies from child to child.

In some cases, toys or equipment are mentioned. The appendix of ***Learning to Look*** includes addresses of toy sources and a listing of appropriate toys.

The Newborn or Very Young Infant

A baby who learns that the world is a good place to be will want to find out more about that world. The best way to help your child want to use vision is to provide lots of love, closeness and caring for the child from birth. Don't worry about spoiling a tiny baby. A baby cries to tell you that something is the matter. He needs to be fed, to be changed, to have discomfort relieved. If nothing seems wrong and the baby still cries, then he needs you to cuddle, hold, and rock him. All of us have both physical and emotional needs to be filled. Babies are no exception.

When your baby cries, come right away. Researchers who study babies tell us that babies whose parents respond quickly cry less, not more. You want your baby to learn that you are there, that you care, and that you will try to make everything all better. A baby whose physical and emotional needs are met will begin to direct attention to the people and objects around him.

Babies aren't good sources of information about what they can see. Nevertheless, we do know quite a bit about how much babies see and what they see best.

Newborns are more likely to open their eyes and look around when they are picked up and held in an upright position. They are much like baby dolls whose eyes open and close. Remember them? Hold your baby, put his head up to your shoulder and walk around the house as you talk about and draw his attention to what there is to look at.

Babies see best up close. Their distance vision isn't very good yet, but they can usually see objects that are near. If you want the baby to see and attend to something visual, place the object at a distance at which you have observed a reaction to persons or objects, usually not more than six inches away.

Babies' eyes are not very sensitive to differences in brightness. They need lots of contrast between the object and the background. Colors which look very different to you may seem alike to your baby, so place dark objects on light backgrounds; light objects on dark backgrounds. Black and white patterns (such as a bulls-eye pattern) provide good contrast.

Babies see best when lighting is indirect. When the lighting is strong, babies will close their eyes to avoid the glare. Direct light sources should come from behind the child; avoid having the child face harsh sunlight or bright lights.

Babies can remember simple visual patterns, and like novelty. Provide different types, shapes and colors of objects for baby to look at in and out of the crib.

Babies prefer to look at the human face, Lots of face to face, eye to eye contact will stimulate your baby to look. Get up close to your baby and speak softly to him.

Babies are attracted to moving objects. Sometimes they will even attempt to follow something moving slowly through their line of sight, but will lose interest when it stops moving.

Babies are more likely to pay attention visually when they are awake, alert, and inactive. Use these times to play with your baby.

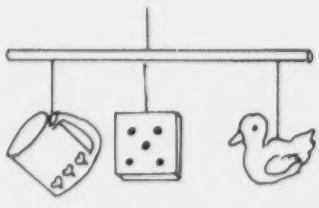
Babies tend to look to the sides, not the middle of their bodies. Most babies prefer looking to the right. Watch how your baby lies in the crib. In which direction does he face? Move the crib to different positions in the room on different days, if possible, so the child will not always face the light from the same side. If he is not breast-fed, alternate the arm with which you hold him when you give him a bottle.

The Young Baby

Tiny babies don't have much control over their bodies; they can't play with toys. They can look around, though, so make what your child sees colorful, attractive, and interesting.

Colorful crib sheets dress up the baby's room and add visual interest to the place your baby spends much of his time. Choose sheets with red, yellow, and blue designs on a white background.

Bright and colorful mobiles attract attention and provide visual experiences for the baby who is lying in a crib or playpen. Choose one that can be adjusted to the baby's visual distance. Look at mobiles from the baby's perspective: Is it interesting from underneath? Some commerically available mobiles move slowly or play music. You can make a mobile yourself from dowels and hang bright objects from the kitchen, toys, or pieces of fabric from the dowel. Fasten the objects securely, but make sure they are safe for a baby to play with if one falls off. Change the objects frequently to provide novelty.



A cradle gym will give your baby something to look at and, later, provide objects to reach for. The crib rod sets available in toy stores are adjustable and have components developmentally appropriate for the newborn through six month old infant. You might be able to borrow this from a toy library or another parent, or create something like it yourself.

Place interesting pictures near baby, where he looks most often, in the crib or on the wall next to the changing table. Pictures or photographs of faces attract babies the most. You can make a "face" with a paper plate, brightly colored cloth or crayons. Until he can reach out for objects, don't worry if the pictures aren't durable. You'll want to change them frequently.

Because babies often wake up in the middle of the night, keep a night-lite on near the crib so he'll have something to look at before he falls back to sleep. Wall or ceiling decorations which glow in the dark are attractive and provide extra visual stimulation for some children.

Even at this early age, draw your child's attention to objects and people. When you feed him, hold the bottle a short distance away and shake or tap it to get attention. Feed him immediately if he appears to attend to or look at the bottle. If baby seems to be looking at an object or even your face, encourage him with praise and move the object slightly to one side. Do his eyes follow it?

At first, your child may not seem to be noticing objects or people. Repeating activities and continuing to offer visually stimulating experiences may be required before you obtain a response.

The Older Baby

Once your baby is a few months old, he will be awake more often and begin to have better control over vision. At this time, a sighted baby begins to follow objects with his eyes, to turn both eyes to an object, and to look at things close to the middle of the body.

Help your visually impaired baby learn these skills by playing games with him and continuing to provide an environment that is interesting to look at.

A sturdy infant seat is a good investment for parents of a small baby. Of course, your baby still needs lots of holding in your arms. But when you're busy or when the family is together in an activity, let him participate too. Use the infant seat to provide a variety of visual experiences for the baby who can't sit up alone yet. Place the baby on the floor, on the sofa, outdoors, or even on a table near you. Be sure to keep an eye on him. An active baby can scoot an infant seat off the table in no time at all.

Provide brightly colored objects for him to look at and grasp. A cradle gym or crib toy will encourage your baby to reach out to the world. Play games with him. Hold a large bright object (a toy or balloon) in front of him. Once he notices it, move it slowly in front of the baby from side to side, crossing over the baby from one side to the other. Encourage him to follow the object with his eyes and to reach for it.

Babies of this age love to lay on their backs and kick their legs. You can turn this exercise into a visual exercise. Make or buy a pair of colorful booties or socks for him to wear while he kicks. If he doesn't seem to notice his feet, tickle them and say "Look at your pretty feet!" or fasten small bells securely to the socks.

Faces are still the biggest attraction. Finger or hand puppets are fun for parent-child play. He'll be delighted if you make the puppets talk with various silly voices. Also, make funny faces at him; crinkle up you nose or stick out your tongue. If he tries to do the same, let him know that you think that's really terrific. To attract his attention to your face, use you imagination. An outrageous pair of sunglasses or lipstick on the tip of your nose may fascinate him.

Mirrors can provide hours of fun and learning for babies. After the age of six months, he may begin to respond to his image in a mirror. Be sure the mirror is positioned so as not to reflect glare and bright light into his eyes. Unless you are there with him, a shatter-proof mirror is a necessity. Some "baby mirrors" can be suspended over the child's head. Also available are wall mirrors which come with self-adhering pads for horizontal or vertical use, or mirrors which can be hung in crib or playpen. Rattles often have safety mirrors on one side. You can make an inexpensive portable mirror from a piece of folded cardboard and aluminum foil.

Babies who can move about and are developing control over their bodies enjoy having visually attractive toys to play with. Look for toys in bright, primary or fluorescent colors, and be sure that they are baby-safe. He will probably try to take everything apart and may place them in his mouth.

Fasten a strip of bright cloth or ribbon around his wrist. When he moves his arms, direct his attention to the movement of color of the cloth.

Foil pie tins reflect light and attract attention. Use old pie tins as mobile objects. String a piece of yarn through the middles and hang them near a window.

Your child needs to spend part of the day on the floor. A small quilt from scraps of brightly colored and patterned cloth will add visual interest to a dull carpet. Lay him on it and direct his attention to the contrasting squares.

If he sits in a highchair, while he is waiting for dinner, provide toys to play with. Tie a string to each toy, with the other end fastened to the highchair, so he can drop the toys and pull them up again. Close supervision is essential, as he could get tangled up in the string.

Bath time can be a learning time, too. Place bright floating toys in the water. Wash him with a bright solid or striped washcloth. As you wash each body part, talk about it. "I'm washing your hands now. Doesn't that feel good? Look at your hands. Good! That's right!"

Babies love to play games, especially games they can play with you. Your local library may have books filled with good ideas for games to play with infants, but you can make lots of them up yourself or use games based on your own family and cultural heritage. Baby games aren't terribly profound: they're versions of "Parent does something, baby does something." Playing ball is a good example. Roll the ball to baby. "Here it comes! Get the ball! Good! Roll it to daddy!" When he responds, repeat the procedure.

Older babies enjoy games with a bit of suspense to them. When you play "Peek-a-boo" there is always uncertainty about just when mommy is going to say "Peek!" or if she's going to stay hidden forever.

The Toddler

Toddlers play with many of the same toys appropriate for a younger child. They become more sophisticated in how they use toys, and play with them in different ways.

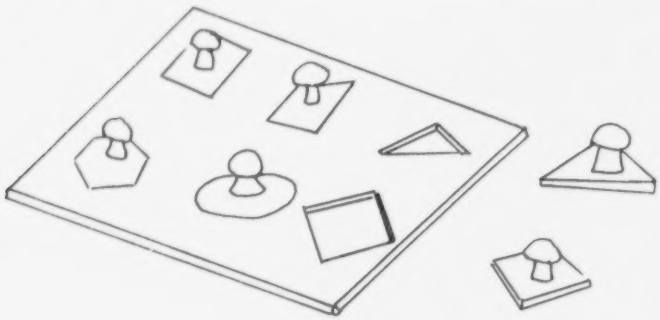
If you haven't begun reading to your child, now is a good time to begin. Even if your child will read using braille, the experience of being close to you and learning that there is enjoyment to be gained from books will help her be a better reader. Large type books aren't necessary, as most children's books have type that is large enough. What is important, in addition to the size of the letters, is the contrast, or difference between the color of the type and the color of the page. Black on white is good contrast. Black type on a blue background isn't.

Your child may be able to see the pictures in the book if the pictures are not too large or small and contrast well with the background. Help her make sense of stories and pictures by introducing her to the real world object: Trains,

animals, boats, plants. Name pictures for her and, next time, point to a picture and ask "What's that?" Note what size picture she responds to and how close it must be to her.

Many toys encourage the use of vision. For example, a large doll with a mirror face is fun for a toddler to carry around and talk to.

Introduce your child to simple puzzles or formboards. At first, look for 2 or 3 piece puzzles without interlocking pieces. Each piece should be an object or distinct shape. Show the completed puzzle to her, then take one piece out at a time and help her replace it. It may help to paint the recesses of the puzzle board with a contrasting paint so they are more noticeable to your child.



Other traditional toys which encourage use of vision as well as experimentation are: blocks; objects to stack, nest, and sort; crayons; balls of different sizes, colors, and patterns.

When you purchase toys, look for those with bright primary or neon colors and visual attractiveness. Try to achieve a good mix of toys which stimulate creativity and can be used in many ways (such as blocks) and toys which do something when the child does something ("Busy Box" or other manipulative toys).

Play with your child. Encourage her to use vision as well as all other senses. Don't hesitate to say "Look at this!" when you see something interesting. If an object is too far to see clearly, play a guessing game. Help her use her mind and clues in the environment to identify people and objects.

Activities which involve searching for familiar hidden or partially-hidden objects will help her refine her visual skills. Begin in a restricted area (on the table or in a specific area of the room) at first.

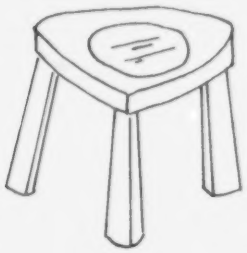
In addition to commercially available toys, be aware that many things in the environment can be brought to your child's attention. Watching educational television with a parent or older child can teach many valuable concepts. If you have a pet (kitten, puppy, or fish) encourage your child to watch it move about. Kitchen objects, such as plastic bowls, measuring cups, or packages of food can be identified, matched, or stacked.

Even food can be a visual learning experience. For example, play "Eat a Cookie." Take a bite, put it down and repeat. As she takes each bite, the cookie becomes smaller and more difficult to see. Ask her to find articles you need to cook, or set the table. After you return from the grocery store, you can sort and put groceries away together.

The Preschool Age Child

As your child matures, you can still utilize many of the previous activites. However, now that she is older and has developed language and movement skills, you will begin to prepare her for more independence.

Many low vision children enjoy using magnifiers to help them see objects that they can't see easily. A Giant Magnifier or Jumbo Magnifier is a 3-legged wooden stool with a magnifying glass set in a recessed area. Because the magnifier is on legs, objects placed underneath are always in focus. Children soon learn to place objects under the magnifier. Hand magnifiers designed for use by children are fun and safe for her to use to explore objects.



Play games (detective, astronomer) with your child which include use of magnifiers or telescopes. These games will help her realize that people use magnifiers and other visual aids in work and play.

Traditional preschool toys are excellent for developing vision. She may enjoy peg boards, games which involve matching colors and shapes, blocks, and puzzles.

Traveling around the neighborhood and learning to ride a tricycle are skills children learn in the preschool years. You'll need to spend time with her to help her learn to travel safely. Teach her safe routes around the neighborhood so she can walk to the mailbox on the corner or to a friend's home. Discover together the subtle clues, a crack or incline in the pavement, which you have never noticed before. Point out landmarks which provide information about where she is. Show her where dangers exist: Driveways or natural obstacles: and how to avoid them. Teach her to use the senses of hearing, touch, and smell to supplement the information gained from vision.

Provide materials for drawing and painting. Bright paints or large crayons leave wide, easily seen results. Her first attempts at drawing or painting will probably be random designs. Later, she may draw a person, herself, or objects that have meaning to her. Play "draw one like mine" and copy each other's designs. Can she imitate a line, a square, or a letter? Print her name on each drawing with a black marker or crayon and name the letters as you form them.

Helping with household chores, especially those involving locating or matching, develops the use of vision. Finding the silverware, setting the table, or preparing food will require her to look for and identify objects. Sorting socks or other clothing or putting away toys involves matching by color, size, or category.

Children learn from each other. If she hasn't yet found playmates, help her find some. You can attract neighborhood children with outdoor play equipment or by offering juice and cookies at snack time. Learning to get along with others is an important skill. She needs to learn to be assertive, to take turns, and to share. If there are no young children in the immediate neighborhood, consider alternatives such as an informal playgroup, church school, or preschool program. These opportunities will allow her to use her vision in many different situations, and will provide varied learning experiences.

In all visual activities, encourage her to "use her eyes" first, then to use her other senses (touch, smell, and hearing) to provide additional information. Be aware, however, that in some circumstances, the use of vision may not be the most efficient method for her. For example, some older children with low vision read with braille or print, depending on the circumstances and the specific task. As she matures, she will begin to make those decisions for herself. What's important in the preschool years is that she has the opportunity and support from you to develop all her senses as fully as possible.

IF YOUR CHILD CAN'T SEE SOMETHING

1. Change the size. Use a larger object (for example, a bigger ball or larger pegs for the pegboard). If the object is very small, use magnification. Sometimes, a picture in a book may be too large for the child to see the entire picture. If a child must get very close to see something clearly, she will only be able to see part of it at a time. In this case, a smaller version of the same picture might help.

2. Change the distance or angle. Move the object and child closer together. Encourage your child to experiment holding objects at different angles. Let your child hold the object as close to the eyes as needed. Many visually impaired children tilt their heads or hold objects close to their eyes to see better. Don't discourage her from this; your child's best vision may not be directly in front of her.

3. Change the contrast. Use an object of a different color or put it against a background which offers greater contrast.

4. Increase or decrease the light. Shining a flashlight on an object may help. Depending on the visual condition, brightening or dimming the light in the room may also be useful.

Be sure to give your child enough time to focus on the object or picture. Because the use of vision is a learned skill, initial attempts may be discouraging. Many repetitions may be necessary before you obtain a response.

If your child has not developed language skills, you may not be able to easily determine if she is visually aware of an object.

Watch for changes in behavior that tell you she is attending. Some changes in behavior you might look for are: holding the head in a certain way, increasing eye movement, wandering of one eye, looking surprised, holding still, concentrating, or changing the rate of breathing.

IF YOU NEED TO CAPTURE AND HOLD YOUR CHILD'S ATTENTION

When you design visual activities for your child, keep in mind what will attract and hold your child's attention. Try:

Motion: A moving object against a still background.

--a ball rolling across the floor
--a wind-up toy
--a pull toy

Contrast: An object and background that differ greatly in color.

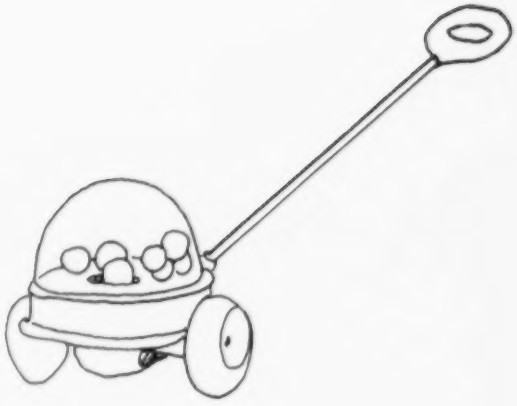
--a white ball on a dark carpet
--black letters on a white page
--yellow blocks in a blue pail

Light: A localized source of light.

--a flashlight in a dark room
--toys that reflect the light
--a penlight inside a small puppet

Subject: a toy or person with meaning to your child.

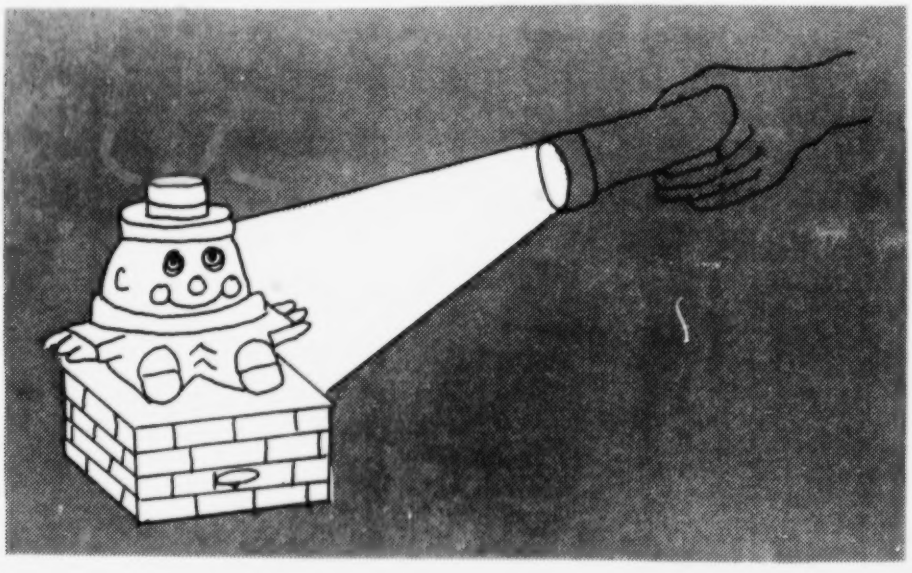
--a favorite toy
--a puppet with a face
--a parent or sibling



IF YOUR CHILD IS ATTRACTED BY LIGHT... CAPITALIZE ON THAT ATTRACTION

Add interest and variety to what your child sees when she gazes out of the window. Colored cellophane placed over a section of a window will change the color of the sunlight. Objects hung from the curtain rods partially block the light. Let an older child decorate the window with cut-out silhouettes at least 6" in diameter or hang brightly-colored stained glass "sun-catchers" in the window.

Play flashlight games. Experiment to see if she prefers a white beam or if placing colored cellophane or caps over the light achieves better results. In a darkened room, direct the beam on your body, on her body, on a toy. If the child appears to be using vision, gradually increase the lighting in the room. Older children may enjoy flashlight "Tag." Use two flashlights and take turns "chasing" each other around the room. Another activity is to shine the beam on your or the child's body and ask her to find it and brush off the light." Turn off the light when she succeeds.



Even a dark bedroom can become visually interesting. Several mail-order catalogs carry glow-in-the-dark decals or wall decorations. Snowflakes or stars placed near the child's bed or crib will glow softly during the night. A dim nightlight in the room will comfort your child and provide additional opportunities to use vision.

If you want your child to look at a specific object, focus a bright light on the object and dim the rest of the room lights. If this works, gradually increase the distance of the object from the light and increase the lighting level in the room.

Play "On and Off" games with the light switches to promote awareness of the presence of light. Say "Off" and turn off the lights. "It's dark. On! Look at all the pretty things!"

If you have a movie or slide projector, turn it on when there is nothing to project and partially block the beam with your hands. Show her how to make shadow pictures. Do you remember how to make a bunny hop on the screen?

Many toys have "light appeal." An infant might respond to a toy like the "Glo-Worm," which glows softly in the dark. An older child (with parental supervision because of the small pegs) could use a "Lite-Brite." When pegs are inserted in the pegboard, the pegs light up. At first, she may just enjoy placing pegs randomly in the holes; later she may attempt a simple pattern.

A prism will catch the light beams and send a rainbow of color all over the room. Show your child how to use it. An inexpensive kaleidoscope or child's toy movie viewer can be fun. Both toys must be held up to a light source and help the child to visually direct her attention.

Try some of the following: a wind-up truck with a flashlight in the truckbed, a flashlight with a string on it, aluminum pinwheels, glow-in-the-dark toys, various kinds of lights.

Caution! The use of bright lights can have a detrimental effect on some children. Avoid the use of flashing lights, especially in a child who is seizure-prone. Do not shine a bright light directly in a child's eyes. Also, bright lights used with materials which are very reflective can cause glare, which is not harmful in itself, but which can make it difficult for the child to see well.

IF YOUR CHILD WEARS GLASSES

Looking at the world through dirty glasses isn't very interesting. Check frequently for dirt and scratches on the lens.

Make sure you know when your child should wear the glasses - is it essential they be worn all of the time?

Glasses should fit snugly, but not tightly. Too-tight glasses can hurt behind the ears; as a result, the child may be reluctant to keep the glasses on.

Because of their light weight and safety, plastic lenses are often used for children's glasses. Although the lenses are scratch resistant, scratching can still occur. Clean the glasses by rinsing with water on both sides, then wipe or pat dry with a soft, clean cloth. If you want to use treated tissues for cleaning, be sure you use those labelled "for optical plastic."

Even a young child can learn to keep glasses in a case at naptime or betime. Demonstrate how to place glasses down properly - closed and face up on a safe surface to prevent scratching of the lenses.

Teach your child to use both hands when putting on or removing glasses. This helps maintain the alignment of the glasses. Loose glasses will start to slide down your child's nose. The place where you purchased the glasses should tighten them up for no charge.

If your child is very young or active, check into glasses guards. They work well (even when a child is hanging upside-down from a jungle-gym) and cost very little.

It takes time for a young child to accept wearing glasses. At first, keeping the glasses on for short periods of time and providing verbal encouragement may be necessary.

CONCLUSION

During your child's life, there will be many teachers. However, you, the parents, are the first and best teachers. Parents know their children better than anyone else. Their example and actions have the greatest influence on the child. The learning occurring during the early years, before a child begins formal education, forms the base for all later education.

If you believe that your child has some usable vision, trust your feelings and help your child develop it to the fullest extent possible. The suggestions in **Learning to Look** may help. If not, you will still know that you have done your best for your child.

This booklet concentrates on one specific aspect of development: helping your child learn to use vision effectively and efficiently. Please keep in mind that vision is only one way to learn about the world. Developing the other senses - taste, touch, hearing, smell - is equally important. Children with low vision need to use information from all the senses, and to learn to interpret that information in a way which has meaning to them.

Learning to Look contains activities and suggestions for parents, and is not meant to replace an individualized developmental program of visual stimulation. Carefully sequenced programs, carried out by specialists in visual impairment, utilize materials and techniques designed for use by trained individuals. If your child receives such intervention, please share *Learning to Look* with the specialist, who may have additional recommendations.

The author welcomes comments and suggestions for future printings from readers. Please send them to Donna Heiner, IIVI, 0-7, Inc., 1975 Rutgers Circle, East Lansing, Michigan 48823.

APPENDICES

Information and Material Resources for Parents

Agencies

American Academy of Ophthalmology
1833 Fillmore St.
P.O. Box 7424
San Francisco, CA 94120

The major organization for practicing ophthalmologists in the U.S., the Academy distributes patient information on problems of the eye.

American Foundation for the Blind, Inc.
15 West 16th St.
New York, NY 10011

The Foundation provides referral for services, publishes informational and educational materials, and markets aids, appliances, and games for the blind. Several excellent pamphlets for parents are free. The AFB has an early childhood consultant who will respond to inquiries from parents.

The American Optometric Association
Low Vision Section
Communications Section
243 N. Lindbergh Blvd.
St. Louis, MO 63141

A nonprofit corporation of doctors of optometry, the Association prepares backgrounders of optometric care advice. Write for: "Optometric Low Vision Care," and "Optometric Care Advice for Infants and Children."

The American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206

APH has publications for parents and teachers. The *Educational and Other Aids* catalog includes a series of visual stimulation kits for use with young and low--functioning visually impaired children.

Auxiliary to the American
Optometric Association, Inc.
243 N. Lindbergh Boulevard
St. Louis, Missouri 63141

This organization provides free pamphlets on infant vision care. Write for: "Mommy and Daddy, You Can Help Me Learn to See," and "Preschool Vision Care."

Blind Childrens Center
P.O. Box 29159
Los Angeles, CA 90029

In addition to publishing a newsletter and pamphlets for parents, the Blind Childrens Center has begun a free correspondence program for families of visually handicapped, pre-school children who live in areas in the U.S. where professional services are not available. For information, contact Dr. Toni Marcy or Ms. Dori Hayashi at the Center.

Eye Research Institute of the
Retina Foundation
P.O. Box 9041
20 Staniford St.
Boston, MA 02114

The Institute provides information on recent advances in medical care and publishes *Sundial*, a newsletter containing information about recent advances in eye care and treatment.

Hadley School for the Blind
700 Elm Street
Winnetka, IL 60093

Previously a correspondence school for visually impaired adults, Hadley now offers free correspondence courses for parents of preschool visually impaired children.

International Institute for
Visually Impaired, 0-7, Inc.
1975 Rutgers Circle
East Lansing, MI 48823

230 Central Street
Auburndale, MA 02166

A clearinghouse for information on young visually impaired children, IIVI, 0-7, Inc. publishes a parent newsletter, *The VIP Newsletter*, as well as other materials for parents. The Institute has a Parent Resource Center in Auburndale, Massachusetts.

Library of Congress
Division for the Blind and
Physically Handicapped
Washington, D.C. 20542

The National Library Service for the Physically Handicapped, the Library of Congress loans phonographs, cassette players, talking books, cassettes, print/braille books.

National Association for Visually Handicapped
305 East 24th Street
New York, NY 10010

NAVH is a non-profit, national organization devoted solely to the partially seeing. NAVH provides an information and referral service, newsletters for children and adults, and a number of excellent free publications, among them the following:
About Children's Eyes
Growth and Development of the Partially Seeing Child
The Eye and Your Vision
Problems of the Partially Seeing

National Eye Institute
National Institute of Health
Public Inquiries Office
Bethesda, MD 20205

The NEI provides free publications and fact sheets on specific eye problems.

National Society to Prevent Blindness
79 Madison Avenue
New York, NY 10016-7896

The National Society to Prevent Blindness is a voluntary health agency engaged in preventing blindness through a program of community services, public and professional education and research.

Vision Foundation
2 Mt. Auburn St.
Watertown, MA 02172

This clearinghouse provides information about eye disease for the blind and partially sighted.

National Parent Organizations

American Council of the Blind Parents Group
6212 West Franklin St.
Richmond, VA 23226

The ACB Parents Group is open to blind parents, parents of blind children, and other interested individuals.

Lowe's Syndrome Association
c/o Kay McSpadden
607 Robinson St.
West Lafayette, IN 47906

The Lowe's Syndrome Association is an international, voluntary, non-profit organization made up of parents, medical and educational professionals, friends, relatives and others who are interested in this condition.

National Association for Parents of the
Visually Impaired, Inc.
P.O. Box 180806
Austin, Texas 78718

NAPVI is a non-profit organization of, by and for parents committed to providing support to the parents of children who have visual impairments. Publications for parents include a newsletter, *Awareness*.

National Federation of the Blind
National Center for the Blind
1800 Johnson Street
Baltimore, MD 21230

The NFB publishes a newsletter, *Future Reflections,* for parents of blind children. For subscription information, contact the editor, Barbara Cheadle, 1800 Johnson St., Baltimore, MD 21230.

Special Interest Groups

National Organization for
Albinism and Hypopigmentation
919 Walnut Street, Room 400
Philadelphia, PA 19107

NOAH is a new self-help group founded in 1982 by a group of people with albinism and parents of children with albinism. NOAH provides information and support for individuals and familiilies with albinism and hypopigmentation.

Association for Macular Diseases, Inc.
P.O. Box 469
Merrick, NY 11566

The Association for Macular Diseases, based in New York, provides information on macular disease.

Books

Your local library should have, or be able to obtain through inter-library loan, many of the books mentioned below. If you wish to purchase the books, they can be ordered through most bookstores, or directly from the publisher.

Beginnings: A Practical Guide for Parents and Teachers of Visually Impaired Babies
Louisville, Kentucky: American Printing House, 1985.

Books for Visually Impaired Young Children
Raleigh, North Carolina: Department of Cultural Resources, 1978. Supplement.

Can't Your Child See?
by Eileen Scott, James E. Jan and Roger D. Freeman. Austin, Texas: ProEd, 1985.

Get a Wiggle On and *Move It*
by Sherry Ravnor and Richard Drouillard. AHPER, nd.

BLIND CHILDREN'S FUND
230 Central Street
Auburndale, MA 02166-2399

Look at Me: A Resource Manual for the Development of Residual Vision in Multiply Impaired Children.
by Audrey J. Smith and Karen Shane Cote. Philadelphia: Pennsylvania College of Optometry Press, 1982.

Mainstreaming Preschoolers: Children with Visual Handicaps
U.S. Department of Education: Department of Education, 1978.

Our Blind Children: Growing and Learning with Them
by Berthold Lowenfeld. Springfield, Illinois: Charles C. Thomas, 1971.

Parenting Preschoolers
by Kay Ferrell. New York: American Foundation for the Blind, 1984.

Pediatric Ophthalmology:Current Aspects
by Kenneth Wybar and David Taylor. New York: Marcel Dekker, 1983.

Physically Handicapped Children: A Medical Atlas for Teachers
by Black and Nagel. New York: Grune & Stratton, 1982.

Stimulating Environments for Children who are Visually Impaired
by Carol Halliday and Ina Kurzhals. Springfield, Illinois: Charles C. Thomas, 1976.

A Vision Guide for Teachers of Deaf-Blind Children
by M. Efron and B.R. DuBoff. Winston-Salem, North Carolina: Special Educational Instructional Materials Development Center, 1975.

Vision - Its Development in Infants and Children
by Gesell, Ilg, and Bullis. New York: Hafner Publishing Company, 1967.

TOY LIST

Following is a list of toys which appeal to the visual sense and which encourage the use of vision in a young child. Each toy listing contains a brief description and the manufacturer or a mail order distributor (in parentheses). This list is not all-inclusive, but represents the many toys available.

Manufacturer-suggested age ranges for toys may be inappropriate for a visually impaired or multiply handicapped child. Your first-hand knowledge of your child is the best guide for toy selection.

Most of the toys will be available in large toy or discount stores. If retail outlets do not carry an item, contact a local school supply center before ordering from a catalog. Prices vary widely from store to store; it's wise to comparison shop.

The following toy list is divided into 5 main sections:

Infant Toys
Manipulative Toys
Toys with Light Appeal
Toys That Magnify
Games

INFANT TOYS

Clear Rattle: spinning balls and striped tube
Johnson & Johnson

Visual Display: safe mirror, hinged panels to arrange
Johnson & Johnson

Tracking Tube: rattle tube with moving red ball
Johnson & Johnson

Red Rings: bright rings
Johnson & Johnson

Infant Care Developmental Toy System: system of manipulatables suspended from a toy mount crib rod
Semper

Peek-A-Boo Ball: unbreakable vinyl ball with colorful disappearing handle
Johnson & Johnson

Clowning Around: rattle with spinning clown
(Discovery Toys)

Wobble Globe: clear plastic globe which attaches to surfaces; colored balls inside
(Discovery Toys)

Shake, Rattle, 9 Roll: set of three rattles
(Constructive Playthings)

Clear-View Crib: crib with clear acrylic panels at ends
Lakeshore

Leybourne Mirror: lightweight safety mirror with large handgrips
(Able Child)

Fun Shine Mirror: mirror with teether frame
(Constructive Playthings)

Baby Looker: shatter-proof mirror which attaches to crib
(Toys to Grow On)

Crawly Mirror: mirror on wheels
(Michigan Products)

Attachable Baby Mirror: round mirror in yellow frame
Playskool

Flower Rattle: rattle with flower face and mirror
Playskool

Wrist Jingles: colorful wrist bands that jingle
Playskool

Visual-Stim Mobile: 5 black and white shapes with high contrasting color and patterned material; can be hung as is or attached to crib mobile
(Able Child)

Rainbow Bars: a stabile free standing system for hanging toys to encourage visual skills and teaching
(Able Child)

Playring: rawhide strap with brightly colored beads; beads vary in appearance, feel, and taste
(Able Child)

Spinning Fun: activity center with 4 clear rattling drums which spin.
(Toys to Grow On)

Chewable Baby Links: set of 12 plastic links which snap together
(Toys to Grow On)

Face Mobile: mobile of faces, includes blank discs for family photographs
(Discovery Toys)

Turn and Learn Activity Center: squeaker, mirror, clicking dial
Fisher-Price

Dancing Animal Mobile: brightly colored vinyl animals which rock on balancing arms; designed so child's eyes focus on the animals
Fisher-Price

Ring Rattle: transparent ring with 4" diameter; contains 6 colorful balls
(Kaye's Kids)

Stacking Rattle: differently shaped and colored pieces which move over rattle base
Brio

MANIPULATIVE TOYS

Rock-a Stack: squeezable plastic rings fit over a plastic cone
Fisher-Price

Snap-Lock Beads: plastic beads to snap together
Fisher-Price

Stringing Bead: wood beads in 4 shapes and colors for stringing
Brio

Me Doll: 24" rag doll with mirror face
(Flaghouse)

First Blocks: 12 colorful blocks with shape sorter
Fisher-Price

Whole Piece Puzzles: wooden puzzles, each piece is complete
(Constructive Playthings)

Jumbo Playboard: maple pegboard with colored pegs graduated in size
(Able Child)

Easy Hardwood Puzzles: puzzles more difficult than whole piece puzzles
Playskool

Colored Wood Blocks: colored blocks in different shapes
Playskool

Parquetry Blocks: blocks in different shapes, can be used with parquetry cards
Playskool

Form Board: simple form puzzle for color and shape recognition
Playskool

Duplo Preschool Basic Blocks Set: brightly colored interlocking plastic block
Lego

Bristle Blocks: interlocking plastic blocks
Playskool

Nesting Cups, Stacking Barrels, Stacking Drums: colorful sets to manipulate
Playskool

Posting Box: wooden shape sorter
Brio

Feeding Bottle: wooden stacking toy shaped like a baby bottle
Brio

Knock-Out Bench: yellow pegs against a red background
Brio

TOYS WITH LIGHT APPEAL

GloWorm, Globug, Globaby: dolls which glow when tummy is pressed
Hasbro

Optical Kaleidoscope: forms symmetrical geometric shapes
(Toys to Grow On)

Prism: reflects beams of lights
(Constructive Playthings)

Lite-Brite: lighted pages and pegboard
Hasbro

The Amazing Light Show: set contains light-up plastic tube, bouncing ball, light sticks
(Toys to Grow On)

Primary Color Viewer: glasses with colored transparent inserts
(Michigan Products)

Light 'n Sound Movie Viewer: movie with cartoon cartridges
Hasbro

First Kaleidoscope: turn of crank changes shapes inside
(Constructive Playthings)

Movie-Viewer: plastic movie viewer with adjustable focus
(Fisher-Price)

Tri-Color Viewer: 3 transparent plastic paddles in primary colors
(Constructive Playthings)

Glow-in-the-Dark Stars and Snowflakes: decals
(Miles Kimball)

Colorscope: binocular viewer with variable lens colors
(Childcraft)

Octons/Childcraft Play Panels: interlocking plastic shapes which reflect and refract light
(Childcraft)

TOYS THAT MAGNIFY

Big I, Little i: set of lenses, one enlarges, one reduces
(Constructive Playthings)

Giant Magnifier: 5" diameter lens in a sturdy hardwood frame, enlarges with perfect focus
(Constructive Playthings)

Big Binoculars: lightweight binoculars designed for children, magnify 7x
(Toys to Grow On)

Illuminated Plastic Microscope: pocket microscope 30x-50x
(Toys to Grow On)

3-d Magnascope: 5x magnifier with recessed compartment
(Childcraft)

GAMES

Jumbo Color Dominoes: hard maple blocks with bright color discs
Playskool

Color and Shape Bingo: bingo game
(Constructive Playthings)

Teddy Bear Bingo: bingo game
Milton Bradley

Tic-Tac-Toe: compartmented game, red o's and black x's
(Educational Teaching Aids)

Jumbo Tiddly Winks: traditional game; winks are large in size and brightly colored
(Toys to Grow On)

Locking Color and Shape Dominoes: plastic dominoes with color keyed shapes
(Environments, Inc.)

SOURCES OF TOYS AND ITEMS FOR ENHANCING THE USE OF VISION

The following companies publish catalogs of toys, many of which are appropriate for use with low vision infants and young children. Under each company name and address are listed items either mentioned in the preceeding text or which may be locally available. Please don't rush out to buy all the items listed. The catalogs are meant to provide you with a convenient way to consider which items you may wish to buy or create for your child; many catalog outlets have minimum order specifications and most require that you pay shipping charges. In most cases, you will be able to discover comparable toys in a local discount store at a considerable savings. Other items may be overly expensive for a family to purchase, but could be placed in a toy library or passed from family to family.

The Able Child, Inc.
325 West 11th Street
New York, NY 10014

The Able Child, Inc. specializes in toys for children who are physically handicapped. Many of the items are imported.

Peg Pen, Junior Fit-A-Space, Big Big Beads, Soft Crib Gym, Giant Knobbed Puzzles, Jumbo Playboard, Crib Soft Playground, Threading Cubes, Nursery Octons, Activity Mobile, Leyburne Mirror, Playrings, Newborn Shapes, Pop-up Toy, Sorting Blocks, Visual-Stim Mobile, Rainbow Bars

Brio Scanditoy Corporation
65331 N. Sidney Place
Milwaukee, WI 53209

Brio specializes in high-quality, brighty colored wooden toys

Stringing Beads, Posting Box, Feeding Bottle, Knock-out Bench, Stacking Rattle, Jumping Bear, Stacking Beads, assorted pull toys, Threading Shapes

Childcraft Eduction Corporation
20 Kilmer Road
Edison, NJ 08818

The Growing Years, Childcraft's early education and school catalog contains a wealth of toys and learning aids.

Assorted safety mirrors, Clear-View Crib, Modular Crib Rod, Follow-Me Mirror, puzzles, magnifiers, Octons, Colorscope, 3-D Magnascope, Clatter Clowns, Knocky, Teddy Bear Bingo, Nesting Shapes, Colorpaddles, Prism, Magnifying Glass Set

Constructive Playthings
2008 West 103rd Terrace
Leawood, KS 66206

Large knobbed puzzles, Infant Clear-View Crib, Fun Shine Mirror, Foam Set Nos. 1 & 2, Zig-Zag Books and Beginning Concept Books (by Dick Bruna), Jumbo Color Dominoes, Tri-color viewer

Discovery Toys
400 Ellinwood Way
Suite 300
Pleasant Hill, CA 94523

Push Toy, Clowning Around, Sea World Rattle, Boomerings Links, Wobble Globe, Bear On a Ring, Face Mobile, Turn-Key Rattle, Helicopter, Rings N' Things, Giant Pegboard

Educational Teaching Aids
159 West Kinzie Street
Chicago, IL 60610

The catalog contains materials for kindergarten, primary grades, and special education.

Tic-Tac-Toe, infant manipulatives, First Builders, assorted peg boards, Geometric Form Dominoes, Color Dominoes, Giant Dominoes, Magnifier, Kaleidoscope

Environments, Inc.
P.O. Box 1348
Beaufort Industrial Park
Beaufort, SC 29901

The *Early Childhood Equipment and Materials Guide* contains a wide selection of educational materials for promoting sensory development.

Window Pinwheel, Crib Canopy, Beads & Baubles, Color & Shape Bingo, Play 'n Fit Lotto, Locking Color & Shape Dominoes

Flaghouse, Inc.
18 West 18th Street
New Yor, NY 10011

Hand-held puppets, See Big/See Little Mirrors, the "Little Person" Giant Magnifier, Giant Magnifier Stand, Infant Mirror, Me Doll (available in brown or white skin), Infant Clear View Crib, Johnson & Johnson Playpath TM Developmental Toys (Peek-A-Boo Ball, Red Rings, Tracking Tube, Clear Rattle, Visual Display)

Kaye's Kids
Division of Kay Products, Inc.
1010 E. Pettigrew Street
Durham, NC 27701-4299

This mail order catalog features selected toys and products for handicapped children.

Dancing Animal Mobile, Play Balls, Suction Toys (Tinkle Birds, Rota Rattle, Pokenose), Ring Rattle, Rings on Ring, Beads and Stringers, Giant Dominoes, Large Alphabet Set

Michigan Products, Inc.
1200 Keystone Avenue
Lansing, MI 48909

This is a Michigan-based supply center for curriculum materials. Although they will mail anywhere in the U.S., you might wish to locate your local school supply center. Most of them will allow individuals to purchase from their storerooms.

Infant-Care Developmental Toy-System (same as Semper Crib Rod), Lakeshore Clear-View Crib, Roll-Bell Rattle, Round-A-Bout, Crawly Mirror, assorted colorful manipulatives (peg boards, etc.), Primary Color Viewer, Color Bear Bingo, Big I/Little i lenses, Giant Prism

Miles Kimball
41 West Eighth Avenue
Oshkosh, WI 54906

Although this is not a distributor of toys, the catalog contains many items not carried in school or toy catalogs.

Glow-in-the Dark Stars, Tricolor Signal Flashlight, Smurf Lite Writer, Battery-Operated Spaceship, Procket Prism, Glow Snowflakes

Toys to Grow On
P.O. Box 17
Long Beach, CA 90801

Many toys with bright primary colors are in this mail order catalog.

Simple Sorter, Shake Rattle & Roll, Chewable Baby Links, Infant Toy Bag, Logic Blocks, Spinning Fun, Baby Looker, Beginners Picture Pegs, Amazing Light Show, Optical Adventures, Big Binoculars, Jumbo Tiddly Winks.